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ABSTRACT

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International, from March 1973 through September 1974. This search covers counseling effectiveness; counseling goals as perceived by counselors, administrators, and students; counselor evaluation, including techniques and criteria; and rating scales. Sixty document abstracts have been retrieved. (Author/PC)

ED106747

searchlight

Relevant Resources in High Interest Areas

19R RETROSPECTIVE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

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(60 document abstracts retrieved)

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CG 009 126

Accountability in Guidance

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 050 356 CG 006 351
Hart, Gordon M., Jr.
[The Development of Effective Counselors in Terms of Counselor Performance.]
American Personnel and Guidance Association, Washington, D.C.; Temple Univ., Philadelphia, Pa.
Pub Date Apr 70
Note—13p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, *Counselor Acceptance, *Counselor Evaluation, *Counselor Performance, *Counselor Training, Interpersonal Relationship
Identifiers—Carkhuff's Empathy Scale, Hart's Counselor Response Scale
In this study a group of graduate students in counseling courses were randomly placed in an experimental group and were trained to be open-minded in their attitudes. They were compared with a randomly selected control group who received no training. During a 10-week period, subjects in the experimental group completed 8 written exercises, and corresponded by mail with the experimenter regarding them. At the end of the experimental period, all subjects were evaluated by written attitude tests and by measures of their performance with a coached client in a 45-minute counseling session. Results showed that the trained subjects were significantly higher on the 3 performance measures. No differences were found on the written attitude measures. The levels attained by those briefly trained subjects were comparable to or higher than levels attained by advanced graduate students and counselors in the field. Implications are that the brief training (which was an indirect form of counseling) was effective. (Author)

ED 050 425 CG 006 432
Watson, Patricia Noble, Frank C.
Client Satisfaction with Counseling as a Function of Type of Problem, Training and Experience of Counselor, and Duration of Counseling.
American Personnel and Guidance Association, Washington, D.C.; George Peabody Coll. for Teachers, Nashville, Tenn.
Pub Date Apr 71
Note—26p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Centers, *Counseling Effectiveness, Counseling Services, *Counselor Evaluation, *Counselor Performance, Educational Counseling, *Student Personnel Services, Vocational Counseling
This is a follow-up study of clients seen at the Inter-University Psychological and Counseling Center during the 1968-1969 academic year. The instrument used was the Counseling Services Assessment Blank; 59% of the clients returned the questionnaire. Three questions were investigated: Are there differences in satisfaction among clients with problems which are primarily educational-vocational and personal problems? Is client satisfaction related to training and experience of the counselor? Is client satisfaction related to amount of time spent in counseling? Results indicated: (1) greater satisfaction for the clients with personal problems, rather than educational-vocational problems; (2) no significant differences in satisfaction dependent on the training and experience of the counselor; and (3) length of time in counseling and satisfaction were found to be significantly correlated for the clients with personal problems, but not for the educational-vocational choice clients. (Author)

ED 058 588 CG 006 834
Baugh, Douglas S.
"AMEGO": Accountable Management for Effective Guidance Operations (A Model for Organizing the Work of Counselors to Facilitate Accountability. . . . .).
Fort Wayne Community Schools, Ind.
Pub Date [71]
Note—28p.; Prepared for the Use of Counselors in the Field
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling Goals, Counseling Services, *Counselor Performance, *Guidance Functions, *Guidance Objectives, *Guidance Programs, Models, *Performance Specifications
A model for an accountable guidance program, this plan presents realistic performance goals for the practicing counselor, for school administrators, for parents, and for teachers. As their contribution to accomplishing the school's goals for its students, the counselors accept several very general responsibilities: (1) to provide every student with prescribed opportunities; (2) to provide every parent with certain pre-determined services; (3) to provide every teacher with certain guidance consultative services; and (4) to provide the administration with accountable feedback. The bulk of the plan, however, is comprised of specific behavioral objectives for all the parties involved--counselors, students, parents, teachers, and administrators. Exemplary forms of the records appropriate to the objectives are also included. (TA)

ED 059 512 CG 007 015
Liston, Walter
Improving the Reality Index of Counseling Practices in an Urban Setting. Experience vs. Inexperience: The Story of Counselor Sophistication.
Louisiana State Univ., New Orleans.
Pub Date 71
Note—15p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Agencies (Public), *Counseling Effectiveness, *Counselor Characteristics, *Counselor Educators, Counselor Selection, *Counselor Training, Placement, *Practicums, School Community Programs, Supervision
The first of these two papers discusses the problems faced by practicum students in a newly-created counseling program at Louisiana State University. In an effort to provide a broader background, students were placed in community agencies during the summer months. Bi-weekly seminars kept each candidate abreast of the activities of the others. Recommendations were that revisions in academic course content were necessary, as well as closer supervision during placement. The second paper presents results of studies in which the Inventory of Counseling Practices was used in conjunction with the IPAT Sixteen Personality Factor Questionnaire. The basic difference in the studies was the factor of experience. Implications of these results for the training of counselors were considered. Particular emphasis was given to the role personality plays in defining later choices of counseling behavior. The overall conclusion drawn from the data was that counselor educators should more carefully screen their students in order to select people willing to become involved with their clients. From that point, counselor educators must help their students develop the skills they will need to work effectively with their clients. (Author)

ED 064 639 CG 007 284
Paulson, Donald L., Jr.
Accountability and a Systems Approach to Marital Counseling in the University.
Pub Date Mar 72
Note—20p.; Paper presented at the American Personnel and Guidance Association Annual Convention, March 26, 1972, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Evaluation, Counselor Performance, *Educational Accountability, Evaluation Techniques, Family Counseling, Family Problems, Marital Status, *Marriage Counseling, *Models, *Student Personnel Services
The purpose of this paper was to bring together the concept of educational accountability and a systems approach to delivering marital counseling services to a university community. In so doing a heavy emphasis was placed on outlining the basic assumptions underlying the current movement for educational accountability and presenting one, very viable, model for defining and achieving educational accountability. The only concrete reference to marital counseling was as an example of how the process model for defining and achieving educational accountability might be implemented. First, the increasing importance of accountability in the next few years was emphasized. Secondly, by giving an example of accountability theory in practice, it was shown that it is a nonthreatening issue and worthwhile in the design and implementation of campus mental health services. Finally, it was noted that while the example of implementing the accountability model was concerned with marital counseling, this model is applicable for all levels and types of mental health interventions on the college campus. (Author/BW)

ED 070 010 CG 007 638
Thompson, Andrew Miller, Adam
Steps Toward Outcome Criteria in Counseling and Psychotherapy.
Pub Date 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, *Counselor Evaluation, Counselor Performance, Evaluation, *Evaluation Methods, *Evaluation Techniques, Helping Relationship, *Student Reaction
A criterion system based on client perspective was developed to appraise the effects of counseling. There were four subject samples: (1) 142 clients seen for individual counseling during 1967-68; (2) 42 clients counseled during 1969-70; (3) 17 clients seen for group counseling; and (4) 60 respondents to a letter asking for volunteers. The instruments used were a goals checklist which contained a broad range of personal goals, and a follow-up questionnaire mailed to each subject. Clients marked their goals on the checklist, were counseled and later reported by the questionnaire significant events indicating progress toward their goals. Interjudge agreement on classification of the questionnaire responses into 29 categories exceeded 85%. Goals and questionnaire categories ranged from general attitudes to specific behaviors. The system is discussed in terms of its potential usefulness, validity, and versatility. (Author/BW)

ED 072 371 CG 007 733
Miller, G. Dean And Others
Elementary School Guidance: Demonstration and Evaluation.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72

Note—368p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Counselor Evaluation, *Elementary School Counselors, *Elementary School Guidance, Elementary Schools, Elementary School Students, Evaluation Techniques, Guidance Functions, *Guidance Services, Models, Program Evaluation, *Pupil Personnel Services, Research Projects, Tables (Data)

This study sought to examine elementary school counselor functions as an index to model implementation in Minnesota demonstration projects through analyses of function purposes, types of functions, and counselor effort variables and the relationship between counselor functions and important pupil-staff-parent guidance outcome variables. Interrelationships among pupil-staff-parent variables were also examined. In addition the study was concerned with the nature of the guidance model which was actually implemented in the schools: developmental, remedial, or a combination of these two. As an evaluative tool, the study results can be examined to determine both the degree of model implementation and model effectiveness as well as provide useful feedback to counselor educators who prepare graduate students to perform specific guidance functions in elementary schools. Although the study included a group of elementary school counselors from just 17 Minnesota schools, the elementary school guidance movement is a relatively new phenomenon and thus theoretical conceptualizations, model building, and experimentation set forth here could be useful to anyone concerned with the development of elementary school guidance programs. Analysis of the data was done through the use of analysis of variance, Scheffe test, t test, product-moment correlation, and the multiple regression technique. An extensive listing of references is included. (Author/SES)

ED 074 232 VT 019 497
Shippen, S. J. Reilley, R. R.
An Investigation of Vocational Counselor Effectiveness and Its Relationship to Selected Background and Personal Characteristics. Final Report.
Texas A and M Univ., College Station. Coll. of Education.
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational and Technical Education.
Pub Date 31 Jan 73
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counselor Attitudes, *Counselor Characteristics, *Counselor Evaluation, Counselor Performance, Educational Background, Family Background, Individual Characteristics, *Secondary School Counselors, Teaching Experience, *Vocational Counseling, *Vocational Education Teachers, Work Experience

This study was conducted to determine: (1) if there were a significant difference in the effectiveness of vocational counselors as compared with regular counselors and vocational teachers in an on-the-job guidance task, and (2) the relationship of counselor background characteristics to effectiveness ratings of the counselors. In each of the 25 cooperating school districts, 10 sophomore students were selected at random, administered the Ohio Vocational Interest Survey, and assigned to a vocational counselor, regular counselor, or vocational teacher who conducted a one-hour session with each student, discussing individual test results and career planning. Following the interview, students completed the Counseling Evaluation Inventory (CEI), which served as the counseling-effectiveness criterion instrument. Personal background and characteristics data were collected from each counselor prior to the counseling interviews. No significant differences were found among the three groups of counselors when counselor-effectiveness data were analyzed by a one-way analysis of variance-blocked test. Correlational analysis of CEI scores and background data revealed 11 background and personal characteristic variables that were significantly correlated with counselor effectiveness ratings. Significant correlations were obtained in the areas of personal information, work experience, teaching background, and personal attitudes. (SB)

ED 074 389 CG 007 856
Ward, Donald E.
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability.
Pub Date Feb 73
Note—10p.; Paper presented at the American Educational Research Association Convention (New Orleans, Louisiana February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Behavior Change, Counseling Effectiveness, *Counseling Instructional Programs, *Counselor Educators, *Counselor Performance, *Counselor Training, Evaluation, Interviews, Learning Processes, Literature Reviews, Models

The utility of the discrimination model for counselor training, selection of techniques, and research is in the identification of definitive and measurable client interview behaviors, which may be viewed as "enabling outcomes." Eventually, it is hoped that use of specific counselor verbal response classes will result in predictable changes in the client's verbal interview behavior, which will then result in the readiness of the client to select specific behaviors for use in the real world outside of counseling. By examining what is involved when the client takes what he has learned about himself or what he has learned to do for himself and applies this knowledge to better manage the contingencies of day-to-day living, the questions of relevancy as well as accountability in counseling are faced. Finally, by bringing into focus the relationship between the counselor's behaviors and the outcomes of counseling, it is possible to help trainees to recognize that they do have immediate and observable effects upon their clients. (Author/SES)

ED 075 763 CG 400 074
Waltz, Garry R., Ed. And Others
Impact: The Magazine for Innovation and Change in the Helping Professions, Volume 2, Number 3.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date 73
Contract—OEC-3-6-002487O1579(010)
Note—66p.
Available from—Impact, P.O. Box 635, Ann Arbor, Michigan 48104 ($6.00 per yearly subscription, $1.75 per single issue-make checks payable to the University of Mich.)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Counseling Effectiveness, Counseling Goals, Counselor Evaluation, Evaluation, Evaluation Methods, *Evaluation Techniques, *Guidance, Guidance Counseling, Guidance Functions, *Guidance Objectives, Guidance Programs, Guidance Services, Objectives, *Periodicals

This issue of Impact examines a variety of viewpoints, programs, issues, and concerns about accountability of guidance. Three articles are adaptations from speeches presented at the conference on Accountability and Pupil Personnel Work held at Michigan State University in the summer of 1971; they explore the importance of preserving "caring" capabilities that foster human growth while measuring guidance program outcomes, systematic counseling which provides a specified step-by-step approach to evaluating counseling effectiveness, and the measurement of student success as a prime indicator of the worth of a guidance program. Other articles examine programs now in practice; one providing a career ladder approach as well as an undergraduate competency-based program for guidance students, another exploring a performance-based certification program for counselors and counselor educators, and a third describing objectives for school guidance programs and instruments to assess how schools are meeting these objectives. A final article provides an overview of the need for accountability and the establishment of objectives with a checklist for the reader's use in his specific setting. (SES)

ED 078 309 CG 006 899
Tate, Douglass T.
Toward a New Criterion For Evaluation of Guidance Programs.
Pub Date [71]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, Counseling, *Counseling Effectiveness, Counselor Evaluation, Counselors, *Evaluation, *Evaluation Criteria, Evaluative Thinking, Females, Guidance Counseling, Guidance Functions, Guidance Objectives, *Guidance Programs, Models, *Program Evaluation, Social Change

This paper points to the demands which our "new society" is making upon guidance and counseling programs; demands which must be met as counselors become agents of change and the profession turns from exclusive concern with intra and interpersonal matters to exteriorceptive concerns. The author gives a brief historical outline of the emerging guidance profession in order to provide insight into the problems of evaluation and to point out the current need for a new definition of the situation with its advanced technology, urban concentrations, and aspiring minority groups. Finally, the paper looks at the youth of today, its values and its aspirations. Special attention is given to females and the part they will play in the labor force of the future. The author feels that the goal of present and future counseling programs must be to create a more humane environment, which gives support to the legitimate aspirations of its people, through peaceful institutional and social change. (Author/SES)

ED 078 331 CG 008 129
Johnson, Ralph H. And Others
Evaluating Counselor Effectiveness Fact or Fallacy—Counselors Relate Equally Well to All Students.
Minneapolis Public Schools, Minn. Dept. of Guidance Services.
Pub Date 73
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Effectiveness, Counselor Evaluation, Counselor Performance, *Evaluation, Evaluation Techniques, Measurement Techniques, Minority Groups, Noncollege Preparatory Students, *Secondary School Students, *Student Attitudes, Student Needs, Student Opinion, Surveys

In order to investigate counselor effectiveness in urban secondary schools, guidance personnel developed a ninth grade and a twelfth grade Counseling Accountability Questionnaire. Data collected were processed for city-wide and individual school results. Items dealing with help received and the reaction of students to their relationship with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of interactions with counselors. Results show two trends: (1) minority students responded more positively than others; and (2) noncollege-bound students responded more positively than college bound. Little consistent difference was evident based on sex and on achievement level. Implications of the resulting data include the following: (1) individual counseling programs can be studied from the students' point of views, (2) staff development programs for counselors can be more efficiently planned to meet student needs; and, (3) student priorities concerning counseling services can be readily identified. (Author/SES)

ED 080 932 CG 008 229
Pepyne, Edward W.
Automated Analysis of Counselor Style and Effects: The Development and Evaluation of Methods and Materials to Assess the Stylistic Accuracy and Outcome Effectiveness of Counselor Verbal Behavior. Final Report.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-1-A-067
Pub Date Jun 73

Grant—OEG-[illegible]-72-0005(509)
Note—145p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—**Automation, Behavioral Science Research, *Computer Programs, *Counseling Effectiveness, *Counselor Performance, Evaluation, *Interviews, Response Mode, *Verbal Communication**

This project attempts to develop, evaluate and implement methods and materials for the automated analysis of the stylistic characteristics of counselor verbal behavior and its effects on client verbal behavior within the counseling interview. To achieve this purpose, the project designed a system of computer programs, the DISCOURSE ANALYSIS SYSTEM. The system accepts uncoded typescripts of counseling interviews as input and performs the following functions: (1) divides counselor and client responses into independent clause units; (2) classifies response units into subcategories; (3) tabulates parameters of each speaker's contributions; (4) provides a summary tabulation of counselor and client responses; (5) classifies counselor response units into 14 empirically derived categories; (6) provides a cumulative record of selected client response types in relation to counselor response types; (7) provides a process-outcome analysis relating counselor style to changing patterns of client responses; and (8) rates counselor verbal behavior in accordance with three counseling styles. (Author)

ED 091 782 TM 003 142
Humphry, Betty
Development and Analysis of a Taped and Written Test for Guidance Counselors: A Pilot Study.
Educational Testing Service, Princeton, N.J.
Report No—ETS-TDR-73-1
Pub Date Apr 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselor Evaluation, Graduate Students, Guidance Personnel, Higher Education, *Multiple Choice Tests, Questionnaires, Statistical Analysis, Tape Recordings, *Test Construction, *Testing Programs, *Test Results
Identifiers—*Guidance Counselor Test

The two phases in the development and tryout of a Guidance Counselor Test to be added to the National Teacher Examinations Program are discussed. In Phase One, a 150-item written test and a 50-item written test based on taped stimulus material were produced. Each test consisted of five-choice multiple-choice questions. In Phase Two, the tests were administered during May-July 1972 to a sample of 129 college students who were completing work on a Master's Degree in Guidance and Counseling. Five institutions were represented in the study. In addition to taking the tests, each candidate completed a self-report Questionnaire Data Form. Several types of analyses were carried out, including two item analyses (one for the written test and one for the taped test). An intercorrelation matrix showing the correlations between the test and their various subscores was also obtained. Ten stepwise regression analyses were run, each being based on a continuous variable derived from the questionnaire and used as a dependent criterion variable, with the written and taped tests used as independent variables. Feedback from the candidates about the tests was, in general, positive. Results are provided as related to item and test characteristics, intercorrelations among the subscores on the written and taped tests, and relationships between questionnaire data and test scores. A table presents multiple correlations of combinations of taped and written subscores with criterion variables. The Questionnaire Data Form with scoring specifications and the Test Evaluation Form are provided. Tables in an appendix present intercorrelations among the taped test and written test, reliabilities of the subscores for the two tests, and zero-order correlations of the tests subscores with criterion variables. (DB)

ED 084 472 CG 008 490
1972 Iowa Guidance Accountability Study.
Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—148p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Advisory Committees, *Educational Accountability, *Guidance Programs, *Guidance Services, *Questionnaires, School Districts, *State Surveys
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

To develop and implement guidance accountability projects for the State of Iowa, this committee used a two-phased approach. Phase One involved assessing the status of guidance services provided by each school district in the state. The second phase surveyed a sample of students, the consumers of guidance services. The committee developed and administered two questionnaires, one for the school districts and one for the students, to assess the following guidance services on the secondary school level; counseling, information, appraisal, and placement services; group services to students; secretarial assistance; referrals and community relations; and research. Consultation, counseling, and coordination constituted the considerations for elementary level services. The reporting format does not include any statistical techniques nor item by item analysis but does provide the reader with actual data and an overview of the results. (Author/LAA)

ED 084 970 HE 004 859
Biggs, Donald A. And Others
Student Personnel Services in a Contemporary University. Office for Student Affairs Research Bulletin, Vol. 14 No. 4 October 17, 1973.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 17 Oct 73
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Goals, *Educational Objectives, *Higher Education, *Interschool Communication, Research Projects, Statistical Data, *Student Personnel Services
Identifiers—*University of Minnesota

This study describes the job goals and communication patterns of staff in a coalition of student personnel offices at a large urban university. The sample was comprised of 174 professional staff members in 15 different offices that are part of the Office of the Vice President for Student Affairs at the University of Minnesota (Twin Cities). Results of the study indicated that a majority of staff endorsed ten common job goals. These included both general educational goals and more specific service goals. A majority of the staff from other offices in the coalition perceived their job goals as similar to those of the staff in the Campus Assistance Center, Student Counseling Bureau, Orientation Office and the International Student Adviser's Office. The Office of the Vice President for Student Affairs, Special Counseling Office (Discipline), Parents' Association, and the Campus Assistance Center initiated communication most frequently with more offices in the coalition. (Author)

ED 085 053 JC 740 004
Tallon, R. Bruce
An Evaluation of the Counseling Services at a Canadian Community College.
Pub Date [73]
Note—99p.; M.A. Thesis, Niagara University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Colleges, *Counseling Effectiveness, *Counseling Services, Counselor Performance, Counselor Role, Educational Counseling, Guidance Counseling, *Institutional Research, Masters Theses, *Program Evaluation, *Student Opinion

A study was conducted to evaluate the student counseling and development services at Niagara College for the year 1970-71. A client group was compared with two groups of non-clients by means of questionnaire administered on registration day. A total of 1,269 day students, 80 percent of the student population, participated. Group one consisted of 575 freshmen who had no previous exposure to counseling at Niagara. Group two was made up of 400 freshmen and second- and third-year students who sought and received counseling at Niagara. Group three consisted of 294 second and third-year students who had neither sought nor received counseling at Niagara but who had been exposed to counseling in the past. A 23-item multiple choice questionnaire was constructed to obtain information concerning respondent characteristics, use of counseling services, satisfaction with counseling, perception of effective counseling, and preference for certain counseling styles. Counseled respondents were found to be very satisfied with their counseling at Niagara. Although most would use counseling services primarily for educational concerns, the same majority would consult an instructor before going to a counselor with academic problems. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceive counselors as a source of assistance with career planning and prefer to seek counseling rather than be called to see a counselor. Recommendations for further research are made. (Author/KM)

ED 085 616 CG 008 520
Mease, William P. Benson, Loren L.
Outcome Management Applied to Pupil Personnel Services.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Counselors, *Educational Accountability, *Management Systems, *Models, Needs, Performance Specifications, *Pupil Personnel Services, Reports, Success Factors
Identifiers—Title III

In response to the demand for accountability of pupil personnel services, this report presents a management model that capitalizes on the following concepts: self, others, outcome, management. In establishing the prerequisites for effective individual management of services, the report discusses needs assessment, outcome specification, effective planning for outcome achievement, and evaluation. The report provides practical application exercises that consist of writing need and goal statements, writing success indicators, identifying inhibiting and facilitating factors, identifying subpopulations, defining the environment, and implementing activities. Appendices include needs assessment forms for parents, teachers, and students. (LAA)

Journal Articles

EJ 038 970 090 CG 502 932
Relationship of Liking, Empathy, and Therapist's Experience to Outcome of Therapy Mullen, John; Abeles, Norman, *Journal of Counseling Psychology*, v18 n1, pp39-43, Jan 71
*Counseling Effectiveness, *Empathy, *Therapists, *Relationship, *Experience, Therapeutic Environment, Work Experience, Counselor Characteristics
Study results indicated that high liking and high empathy together did not predict successful outcome, though a post hoc analysis showed a positive relationship between high empathy alone and successful outcome. Results also indicated that inexperienced therapists were generally less empathic than experienced therapists. (Author)

EJ 040 200 040 CG 503 076
On Rating Empathy and Other Psychotherapy Variables: An Experience With the Effects of Training Bachrach, Henry; And Others, *Journal of Consulting and Clinical Psychology*, v36 n3, pp445, Jun 71
*Empathy, *Identification (Psychological), *Rating Scales, *Tape Recordings, *Training Techniques, Behavior Patterns, Psychological Characteristics, Measurement Instruments,
Using tape recorded psychotherapy sessions, three methods of assessing the quality of a psychotherapist's empathy were compared. One of the results was that the three scales were not measuring different qualities as the intercorrelations among the three empathy measures were virtually perfect when corrected for unreliability. (Author/CG)

EJ 040 680 180 CG 503 218
An Invitation to Accountability West, Lloyd W., *Canadian Counsellor*, v5 n3, pp197-198, Jun 71
*Counseling Effectiveness, *Counselors, *Counseling Goals, *Counselor Educators, *Responsibility, Counseling, Institutional Role
The author contends that the achievement of specified counseling outcomes is the joint responsibility of university training programs, employing agencies, and supervisory personnel, as well as practicing counselors. (Author)

EJ 043 745 090 CG 503 429
Evaluating Short-Term Vocational Guidance Programs Through Site Visits Hoeltzel, Kenneth E., *Vocational Guidance Quarterly*, v20 n1, pp15-20, Sep 71
*Occupational Guidance, *Counselors, *Counselor Attitudes, *Counselor Performance, *Educational Innovation, Inservice Programs, Innovation, Counselor Role, Guidance Services
This study has shown that counselors state that they want to make changes. If these changes will make positive differences in the quality of the program, an effort is needed by counselors, with the help of teachers, educators, and administrators, to facilitate innovation implementation. (Author)

EJ 044 140 180 CG 503 418
Evaluating the Impact of the Counseling-Learning Team on the Elementary School Falik, Louis H.; And Others, *School Counselor*, v19 n1, pp25-37, Sep 71
*Counselor Evaluation, *Counseling Effectiveness, *Elementary School Guidance, *Elementary School Counselors, *Learning Specialists, Role Conflict, Elementary Schools, Counseling Programs, Learning Theories
The findings of the study suggest that the team effort--the working together of a learning specialist, administrator, and counselor--had a much greater impact on the school and on the function of the individual specialists than their individual work alone could ever have. (Author)

EJ 044 143 180 CG 503 454
What You Saw is What You Got Stewart, John C. M. S., *Facility: The Journal of the Professional Counselors Association*, v3 n4, pp7-8, Sep 71
*Counselor Evaluation, *Evaluation, *Evaluation Methods, Evaluation Techniques, Evaluation Criteria, Counselor Performance, Counselor Role
A method for evaluating counselors is suggested. The professional counselor should prepare materials suitable for questionnaires and interviews which will be responded to by faculty, administrators and students. The results can then be summarized and discussed with the counselor. (CG)

EJ 044 144 180 CG 503 455
Counselor Competence: Some Proposals in Search of Advocacy Dunlop, Richard S., *Facility: The Journal of the Professional Counselors Association*, v3 n4, pp9-14, Sep 71
*Counselor Evaluation, *Evaluation Criteria, *Counselor Performance, Evaluation Methods, Evaluation Techniques, Counselors, Counselor Role, Professional Recognition
Three methods and several implementations of each by which school counselors might evaluate their own competence and that of colleagues are suggested. The methods include: 1) practitioners should be involved in the training effort; 2) practicing counselors should be their own evaluators; and 3) creation of ethnic and standard committees. (Author/CG)

EJ 044 928 380 CG 503 595
Aspira Today, Accountability Tomorrow, *Personnel and Guidance Journal*, v50 n2, pp109-116, Oct 71
*Puerto Ricans, *Youth Problems, *Counselor Performance, Youth, American Culture, Counselor Role
An interview highlighting the need for better counseling for Puerto Rican youngsters is presented. (Author)

EJ 051 517 090 CG 504 076
Counselor Comfort, Counseling, Climate, and Client Satisfaction: Client Ratings and Academic Improvement Rickabaugh, Karl; And Others, *Counselor Education and Supervision*, v11 n3, pp219-223, Mar 72
*Academic Performance, *Counselor Performance, *Group Counseling, *Counseling Effectiveness, *Academic Probation, Grade Point Average, Probationary Period, College Students, Counselor Characteristics
The client's perception of the comfort of the counselor in a group setting is significantly related to counselor effectiveness as measured by GPA change. The overall counseling climate and the client's estimate of his satisfaction were not related to counselor effectiveness. (Author)

EJ 051 770 180 CG 504 070
An Attempt to Measure and Facilitate Counselor Effectiveness Ward, G. Robert; And Others, *Counselor Education and Supervision*, v11 n3, pp179-186, Mar 72
*Counselor Performance, *Video Tape Recordings, *Counselor Training, *Counselor Evaluation, *Interpersonal Competence, Counseling Effectiveness, Feedback, Practicums, Measurement Techniques, [Interpersonal Process Recall]

EJ 061 512 090 EM 502 638
Effective Counseling: Necessary But No Longer Sufficient Conyne, Robert K.; Diedrich, Richard C., *Educational Technology*, v12 n4, pp47-49, Apr 72
*Counselors, *Counselor Performance, *Counseling Effectiveness, Student Attitudes
The author discusses how a counselor should view himself and his role in order to provide effective guidance for students. (AK)

EJ 065 433 380 CG 504 897
Personal Validation as It Relates to Accountability Bruce, Paul, *Counselor Education and Supervision*, v12 n1, pp78-80, Sep 72
*Counselors, *Counselor Educators, *Counseling Effectiveness, Behavior Patterns, Counseling, Counselor Characteristics
The author suggests that to be accountable counselors need not only restrict themselves to precise observations of behavioral change. Subjective reality can also be a valid measure of a counselor's effectiveness. (Author)

EJ 066 396 180 CG 504 982
Why Not Let the Consumers Evaluate the Counselors? Baker, Stanley B., *School Counselor*, v20 n1, pp64-65, Sep 72
*Counselors, *Counselor Evaluation, *Counselor Performance, Counseling Effectiveness

EJ 068 050 180 CG 505 165
Coached Clients as Raters of Counseling Effectiveness, *Counselor Education and Supervision*, v12 n2, pp123-129, Dec 72
*Counseling Effectiveness, *Counselor Training, *Counselor Evaluation, *Evaluation Techniques, *Counselor Performance, Counselors, Counselor Educators
Results of investigating whether coached clients were more consistent with the ratings of counselor educators when evaluating the counseling effectiveness of counselor trainees indicated that the coached clients significantly agreed with the criterion, while the non-coached clients exhibited bias and subjectivity in their ratings. (Author)

EJ 078 995 090 CG 505 407
Obtaining Results through Modeling Nye, L. Sherry, *Personnel and Guidance Journal*, v51 n6, pp380-384, Feb 73

*Models, *Counseling Effectiveness, *Counseling, *Intervention, *Behavior Change, Counselor Role, Counselor Acceptance, Role Theory
This article presents practical applications of the theoretical notion of modeling. Use of the live and symbolic models is emphasized, along with the modeling techniques of role reversal and role identification. (Author)

EJ 072 041 350 CG 505 390
Is Casework Effective? A Review Fischer, Joel, *Social Work*, v18 n1, pp5-20, Jan 73
*Social Work, *Caseworkers, *Research Reviews (Publications), *Case Studies, *Evaluation, *Counseling Effectiveness, Caseworker Approach, Intervention
This review of research on the effectiveness of professional casework services reveals that lack of effectiveness seems to be the rule. In fact, in about 50 percent of the studies reviewed, clients receiving casework services tended to deteriorate. (Author)

EJ 073 003 180 CG 505 489
A Long Distance Approach to Evaluating Counselor Communication Dilley, Josiah; Bowers, Imogen C., *Counselor Education and Supervision*, v12 n3, pp178-183, Mar 73
*Counselor Evaluation, *Counselor Educators, *Counselor Training, *Communication Skills, *Telephone Communication Systems, Evaluation, Evaluation Techniques
This article describes an instrument, Recorded Counselee Narratives, used to collect counselor responses over the telephone and an instrument, Counselor Preference Survey, developed to evaluate such responses. Possible uses of the instruments in evaluation of applicants for graduate counselor education programs, lay counselors, and telephone counselors are described. (Author)

EJ 073 729 420 CG 505 454
Accountability Procedures for Psychological Services Tomlinson, Jerry R., *Psychology in the Schools*, v10 n1, pp42-47, Jan 73
*Educational Research, *Psychological Services, *Ancillary Services *Program Evaluation, *Educational Accountability, Special Services, Specialists, Consultants
Although they do not provide rigid scientific evidence of the effectiveness of psychological consultation, data tenchiques used in this study demonstrate in observable terms, the effectiveness of psychological services in the public schools to boards of education or legislators. (Author)

EJ 075 838 090 VT 504 708
Counselor Accountability: Breaking Out Of the Cocoon McCool, Nellie R., *American Vocational Journal*, v48 n3, pp44-46, Mar 73
*Educational Accountability, *Guidance Personnel, *Counselor Performance, *Counselor Attitudes, Counselor Client Ratio, Counselor Functions, Counselor Evaluation, Evaluation Criteria, [*Colorado]

EJ 076 171 180 CG 505 659
Coaches, Counselors and Accountability Hector, Mark A.; Yager, Geoffrey G., *Michigan Personnel and Guidance Journal*, v4 n1, pp5-9 and 41, F 72
*Behavioral Objectives, *Behavior Change, *Counselor Evaluation, *Counseling Effectiveness, *Objectives, Behavioral Counseling, Counseling
The primary purpose of this paper is to apply the accountability concept to the field of counseling. (Author)

EJ 077 441 090 CG 505 704
Evaluation of a Counseling Center Innovation Collins, Anne M.; And Others, *Journal of College Student Personnel*, v14 n2, pp144-148, Mar 73
*Counseling Centers, *Counseling Services, *Counseling Effectiveness, *Evaluation, *Innovation, Student Personnel Work
This article reports on an innovative intake policy at the University of Maryland Counseling Center. The report evaluates the new procedures with respect to no-show behavior, attrition and client perceptions. (JC)

EJ 080 792 090 CG 505 745
Counseling Focus: Success Not Process Kelly, Eugene W., Jr., *School Counselor*, v20 n5, pp375-381, May 73
*Counseling Goals, *Counseling Effectiveness, *Counselor Role, *Helping Relationship, *Role Theory, Counselor Functions
The approach presented here represents a purposeful eclecticism designed to systematically guide the counselor or effectively meet unique individual needs in changing situations. The counselor's work with a particular child or group is considered done only when he has done all that he can do to achieve successful outcome with whatever techniques or approaches are necessary. (Author)

EJ 082 512 CG 506 081
Consulting: A Strategy for Change Dinkmeyer, Don, *School Counselor*, v21 n1, pp52-55, Sep 73
*Counseling Services, *Consultants, *Counselor Role, *Counseling Goals, *Helping Relationship, Counseling Effectiveness
Consulting provides counselors with a process for affecting their public image while becoming highly accountable to the full range of their clientele. (Author)

EJ 082 514 CG 506 083
Rate Yourself--The Only Thing you Have to Lose Is Your Job Hardy, Robert Earl, *School Counselor*, v21 n1, pp59-61, Sep 73
*Counselor Evaluation, *Self Evaluation, *Evaluation, *Counseling Effectiveness, *Rating Scales, Counseling Services
A counselor self rating scale is presented which is designed for use with junior and senior high school counselors. (JC)

EJ 083 692 VT 505 167
Utilization of a Prescriptive Vocational Evaluation to Increase Counselor Effectiveness Rice, B. Douglas; Thornton, C. Leon, *Rehabilitation Research and Practice Review*, v4 n1, pp59-63, W 72
*Handicapped, *Evaluation Needs, *Evaluation Methods, *Counselor Performance, *Counseling Effectiveness, Counseling Services, Vocational Development, Evaluation, Professional Services, Vocational Rehabilitation

EJ 085 689 CG 506 334
A Time Analysis And Evaluation Of An Experimental Internship Program In School Psychology Martin, Roy P.; And Others, *Journal of School Psychology*, v11 n3, pp263-268, F 73
*School Psychologists, *Internship Programs, *Program Evaluation, *Program Effectiveness, *Counselor Client Ratio, *Counselor Functions, Time Blocks, [Temple University]
This paper documents the type of functions performed by interns and the relative quantity of time devoted to each function. It also evaluates the program from the point of view of the teaching staff of the school and assesses the effects of the program on the teachers' conceptions of the optimal functions of mental health professionals. (Author)

EJ 087 461 CG 506 426
A Criterion System For Measuring Outcomes Of Counseling Thompson, Andrew; Miller, Adam, *Journal of College Student Personnel*, v14 n6, pp483-489, Nov 73
*Counseling Effectiveness, *Counseling Goals, *Followup Studies, *Counseling Theories, *Criteria, Factor Analysis, Factor Structure, Counselor Functions, Questionnaires
A reliable criterion system was developed for responses to a follow-up questionnaire and pre-counseling goal check list to appraise the effects of counseling. (Author)

EJ 090 883 CG 506 656
Middle/Junior High School Counselors' Corner Lundquist, Gerald W.; And Others, *Elementary School Guidance and Counseling*, v8 n2, pp132-134, Dec 73
*Educational Accountability, *Counselor Functions, *Personnel Evaluation, *Staff Improvement, *Staff Role, Parent Participation, Counselor Role, Middle Schools, Secondary School Counselors
A means of combining the staff development approach and the accountability approach for pupil services staff was created by the Denver Public Schools in conjunction with the University of Colorado. A central city junior high school was used. The first step involved identification and formal statement of current functions of pupil services workers. The second step translated the role statements into a set of outcome statements. (EK)

Doctoral Dissertations

THE ACTUAL AND IDEAL ROLE AND FUNCTION OF COUNSELING CENTER DIRECTORS

Thomas Lester TAULBEE, Ed.D.
East Texas State University, 1973

Adviser: D. Arlington Talbot

Purpose of the Study: The purpose of this study was to investigate and describe the actual role and function of counseling center directors in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Additionally, the study sought to describe the directors' perceptions of their ideal role and function.

Procedure: The procedure utilized the normative-survey method to describe the actual and ideal role and function of the directors of counseling services. A questionnaire was developed from ideas found in the reviewed literature and from the suggestions of authorities in the field. A copy of the questionnaire was sent to every public and private junior college, college, and university that reported having a counseling center and director in the region studied. The total number of questionnaires mailed was 118. Responses were obtained from ninety-seven and were treated according to the various school types. The data were tabulated, and the information was exhibited in tables.

Findings: Of all activities considered in the study those noted as the most important by the greatest number of directors centered around student counseling, and administrative duties and research. More specifically, in order of importance: conducting individual counseling, conducting personal-social-emotional counseling, conducting vocational and career development counseling, conducting educational counseling, and studying research and trends within the profession through professional literature were the items observed as having the greatest value for actual college counseling centers.

Perceptions of the ideal counseling service were fairly similar. In order of importance those items noted as most important were: studying research and trends within the profession through professional literature, conducting individual counseling, conducting personal-social-emotional counseling, recruiting and recommending new staff members, and attending state and national conferences each year. Responses obtained from directors indicating little or no importance to an actual setting were: performing part-time private practice, directing a program of specialized service for physically handicapped students, directing a program of specialized service for international students, critiquing taped counseling sessions of staff members, and participating in team teaching with faculty members.

Only one negative reply had an appreciable impact upon the ideal portion of this research. Part-time private practice was perceived as of little or no importance. The differences in perceptions of the value between the actual and ideal roles were noted in the following: critiquing taped counseling sessions of staff members; conducting reading and study skills programs; participating in team teaching with faculty members; participating in special programs; and directing a program of specialized services for married students. In each of these cases the activities were noted by the directors as having little or no importance in their actual role but were of extreme to fair importance to the ideal role.

Conclusions: The directors of college counseling centers preferred the setting in which counseling students prevailed over any other activity. Administrative duties and research/professional growth functions were also highly liked by the participants and they appeared to be satisfied with their performance of these duties as well as with the time devoted to the functions. Directors did not appear to be content with their role and function nor the time devoted to the areas of additional functions, special campus activities, teaching, and staff development.

Several areas were noted by the directors as being causes of their inability to perform in their actual settings as they would in an ideal situation. In order of importance, limited staff, lack of sufficient time, poor funding, lack of understanding and cooperation from administrators, institutional traditions, and lack of adequate facilities were the major factors contributing to the aforementioned discrepancies.

Order No. 74-11,901, 402 pages.

THE DEVELOPMENT AND VALIDATION OF A MEASURE OF COUNSELOR EMPATHY

JoAnn Elizabeth BELLUCCI, Ph.D.
Southern Illinois University, 1971

Major Professor: Dr. Michael K. Altekruse

The primary purpose of this study was to develop and validate a measure of counselor empathy.

The data for the pilot study were collected from 72 undergraduate teacher-trainees and 12 graduate counselor-trainees. Each participant completed a three-fold instrument based on Truax's definition of Accurate Empathy and *Relationship Questionnaire*. As a result of intercorrelational and factor analysis, a 21 item semantic differential was generated. This instrument was known as the *Empathic Differential* (ED)

The validation study utilized 9 counselor-trainees enrolled in practicum course 548c. Each subject completed *Rokeach Dogmatism Scale* (RDS), the *Empathic Differential: Peer Rating*, the *Empathic Differential: Self Rating* at the beginning and end of a ten-week quarter. At the end of each counseling session the client and counselor completed the *Empathic Differential* $(ED)^D$. At the termination of the counseling, the client completed the *Counselor Evaluation Inventory* (CEI). And finally, at the end of the quarter, three trained raters evaluated the counseling tapes of the trainees with *A Scale for the Measurement of Accurate Empathy* (AE).

Intercorrelations were computed on each of the counselor trainees being compared with each of the other counselor trainees by use of the Pearson Product-Moment Technique. These correlations were then tested for significance.

It was hypothesized that there would be a significant relationship between the *Empathic Differential* $(ED)^D$ and *A Scale for the Measurement of Accurate Empathy* (AE). A significant correlation of –.7521 was found.

In analyzing the empathic behavior of the counselor-trainees, there was no significance found between the relationships of empathy to counselor effectiveness and counselor dogmatism. Thus, previous research in the area was not supported.

There was no relationship shown between counselor effectiveness and counselor dogmatism.

The major hypothesis of this study, however, was found to be tenable. There was a significant relationship between the *Empathic Differential* $(ED)^D$ and *A Scale for the Measurement of Accurate Empathy* (AE).

Order No. 72-10,232, 183 pages.

AN EVALUATION OF GROUP AND INDIVIDUAL MODELS OF CAREER COUNSELING

Judith Carol SHEPHERD, Ph.D.
University of Utah, 1973

Chairman: James P. Pappas

The purpose of this study was to evaluate the effectiveness of two different models of career counseling. The models selected for this study were a group decision-making model and a traditional individual counseling approach. The group model used in this study was one which emphasized the communication of information related to aptitudes, vocational interests and personal values, and the acquisition of information seeking and decision making skills. The second model was a traditional individual counseling approach. The counselors who participated in individual career counseling used a Rogerian, non-directive method which stressed self exploration and clarification of goals and values and the communication of information relating to aptitudes and interests. A minimal treatment group and a control or no-treatment group were also included.

Subjects were 49 University of Utah students who visited the Counseling Center and requested career counseling. Subjects were assigned to treatment and control groups on the basis of their own and the Counseling Center time schedules. Five criterion measures were administered on a pre-post basis. These measures included ACT and SVIB estimates, measures of movement towards college major and career choice and a self report check list of information seeking behaviors. Post measures were obtained two weeks after counseling was terminated. For the Minimal Treatment and Control post tests were gathered at the end of a two-week interval following pretesting. The data analysis was carried out in two steps. T tests were performed on the pre-post differences between means on each of the criterion measures. An analysis of covariance was then performed to test for significant treatment differences among groups.

Pre-post tests revealed significant differences among subjects in both the group and individual counseling treatments on all the criterion measures. The Minimal Treatment and Control groups showed no significant differences on any of the criterion measures with one interesting exception. Both Minimal Treatment and Control groups made significant gains on the Information Seeking Measure which suggested that the pre test may have acted as a treatment for those two groups.

A series of planned comparisons using analysis of covariance was then performed to determine whether treatment effects existed among groups. On the basis of the result, the following results were found:

1. Neither group nor individual counseling treatments were found to significantly increase the accuracy of students' estimates of their aptitude scores over a minimal treatment or no-treatment.
2. Group and Individual counseling treatments were both found to be effective in increasing the accuracy of estimates of SVIB scores on three of nine occupational categories. Group counseling treatment produced more gains than individual counseling treatment on two of these categories.
3. Group and Individual counseling treatments were more effective than no treatment in facilitating students' movement towards choosing a college major but no significant changes were found on this measure when these two groups were compared with a Minimal Treatment.
4. Neither group nor individual treatments were more effective in facilitating students' movement towards choosing a career than a minimal treatment or no treatment.
5. Although group and individual counseling treatments were more effective in producing increases in reported information seeking behaviors than no treatment they were not more effective than a minimal treatment.

Based on the above findings it would appear that for some students a very minimal and information-oriented treatment may be as effective in achieving the desired career counseling objectives as more intensive and time consuming treatments. There was some support for both group and individual counseling being effective in increasing students' knowledge of their career related interests. Group counseling produced better results on this measure than individual counseling.

Order No. 73-29,395, 100 pages.

ACCOUNTABILITY: A MODEL FOR GUIDANCE SERVICES IN SECONDARY SCHOOLS

Harry Bruce QUANTIC, Ed.D.
University of Northern Colorado, 1972

Accountability in secondary school guidance services requires personnel to demonstrate the quality of their work with students.

Methods of accountability in guidance services have not been adequately studied or developed. Guidance personnel have been concerned with evaluation insofar as they account for their time, develop role and function statements and perform services. However, accountability requires guidance personnel to show results of their efforts in terms of student outcomes or behavior. This study is designed as a model for guidance personnel to follow in setting up a method of accountability

Four sections of an accountability model were identified and presented. Some general aspects of accountability were reviewed and an actual model was presented. The main sections of the plan were: (a) planning for accountability, (b) developing a needs-assessment device to measure the actual guidance needs of the students, (c) stating goals and objectives using measurable criteria, and (d) measuring outcomes based on the behavior or knowledge demonstrated by students. The model was based on recent developments in accountability in guidance services in California and on a taxonomy of guidance objectives developed by F. T. Wellman at the University of Missouri in 1969.

The essential elements in planning for accountability in guidance services were identified and illustrated. Training of personnel, time tables, committee organization and resources to use were outlined.

The use of needs-assessment of the students was shown to be an important base on which to build an accountability program. Testing was not emphasized, but rather the development of criterion-referenced instruments was stressed as essential in the formulation of a satisfactory plan. Opinions and stated goals of counselors, teachers, administrators were regarded as secondary to the measured needs of the students themselves.

Guidance objectives for students were categorized into three main groups or domains: educationa, vocational and social. Within these domains the objectives were sub-divided into perceptualizations, conceptualizations and generalizations. Each objective was connected with one or more of the guidance needs expressed by the students in the needs-assessment. A method of numbering these objectives was illustrated in the model.

Following the objectives were suggestions concerning situations, populations, processes and outcomes that will enable guidance personnel to use a systems approach. This approach includes statements of outcomes desired and methods of measuring success or failure of outcomes. The outcomes were stated in behavioral terms as much as possible but the affective was not ruled out completely.

The entire model was not presented as the only method by which guidance personnel can demonstrate that they are accountable but as one model plan for guidance personnel to consider when formulating their own individualized accountability plan for a particular school.

Order No. 73-306, 88 pages

AN ACCOUNTABILITY AUDIT OF TWO UNIVERSITY STUDENT PERSONNEL SERVICES: STUDENT ACTIVITIES AND COUNSELING

Donald Leonard PAULSON JR., Ph.D.
The University of Iowa, 1972

Supervisor: Professor Albert B. Hood

The purpose of this study was to examine a method for studying the accountability of college student personnel services while at the same time conducting a pilot study of two selected University of Iowa services: The Student Activities Team (SAT) and the University Counseling Service (UCS). Thus, the problem involved both (1) doing two accountability studies of two different student personnel services, and (2) assessing the viability and feasibility of the method used to do the actual studies.

The method used to gather the desired evidence regarding

the accountability of SAT and UCS was an independent audit. Both staffs kept track (logged), during five randomly selected days, of how they spent their time, with whom, and under what conditions. In addition, the auditor secured a measure of the effect of impact of both staffs from (1) a questionnaire completed by UCS clients and (2) a questionnaire completed by the persons with whom SAT staff regularly worked. The audit process itself and the resultant final reports were evaluated by a questionnaire completed by SAT and UCS staff. Finally, a simple cost-analysis was done relating staff salaries to actual and expected number of hours worked.

The results of the accountability audits of the two student personnel services indicated that both services were having a moderate to high positive impact on the persons with whom they worked. However, neither staff was rendering as many hours of service as they were capable of in terms of the number of hours actually worked as compared to the expected number of hours in the work week. The main discrepancy for both staffs was that full-time staff logged fewer hours than their expected forty hour week while half-time staff logged slightly more than their expected twenty hour week.

Both staffs were involved with a cross-section of the University community including students, other staff, and faculty. The SAT most frequently interacted with students in small groups while the UCS most frequently interacted with individual clients. Thus, it was concluded that both staffs attained a moderately high and positive degree of accountability in terms of: (1) their impact on the persons with whom they worked, (2) the diversity of the populations with whom they interacted, and (3) the range of activities in which they engaged. This accountability was determined by relating these criteria to the stated goals of the two services.

The results of the evaluation of the audits by the two staffs and the process of actually doing the two audits indicated three things. (1) The independent audit, as a method for studying the accountability of student personnel services was clearly effective. (2) The most difficult facet of assessing accountability in student personnel work centers on the definition of and agreement to relevant outcome criteria. (3) The costs of student personnel services in terms of output and impact need to be more carefully studied and evaluated.

Order No. 73-671. 390 pages.

AN ANALYSIS OF A SELECTION AND PREPARATION PROCESS FOR SCHOOL COUNSELORS

LEAR, Richard Huber, Ed.D.
Wayne State University, 1973

Adviser: William H. VanHoose

This research was a two dimensional analysis of the selection procedure and the block preparation program at Wayne State University. The first dimension, selection, dealt with the ability of the selecting procedure to discriminate in favor of potentially effective counselors. The second dimension of training was to assess the degree of change in the self-concept and perceptual orientation of the trainees as a result of participating in the block preparation program.

The study's population consisted of eighteen graduate students admitted to the Department of Counselor Education. The selection process involved the use of the Henmon-Nelson Tests of Mental Ability, the writing of a case study and participation in three interviews conducted by faculty and doctoral students. During training, the subjects were required to follow the block program design, which consisted of taking eight sequentially arranged courses at a rate of two per quarter for four consecutive quarters. Prior to actual training, the subjects were administered the Tennessee Self-Concept Scale, the Edwards Personal Preference Schedule, and asked to write a Human Relations Incident as purported by Combs. Measures taken during the block program employed the technique of counselor effectiveness ratings also suggested by Combs.

This investigation revealed that there are several valid measures and procedures that can be used in counselor selection. Based on correlations, t tests, and a stepwise multiple regression procedure, it was found that the selection instruments did predict their desirable end criteria. The Henmon-Nelson Tests of Mental Ability predicted grade point average while initial interview ratings did predict highs and lows on counselor effectiveness ratings.

In the training aspect of this study, essentially good positive preparation took place in the block program. The trainees moved from a basically negative to an essentially positive perceptual orientation. Their needs structure became stronger in terms of self-acceptance, autonomy and health aggression. Concurrently, the trainees became freer in terms of their own feelings of guilt, the need to conform, and the need to be overly organized in their behavior. Order No. 74-11,124, 145 pages.

PERCEPTIONS OF THE PUPIL PERSONNEL SERVICES IN HIGHLAND PARK, MICHIGAN

Comer HEATH, III, Ed.D.
Wayne State University, 1971

Adviser: Dr. William Van Hoose

The purpose of this study was to investigate roles and responsibilities of the pupil personnel services as perceived by administrators, school board members, and parents in the Highland Park, Michigan School District. How workers of pupil personnel services perceived their own actual and desirable roles and expectations was also investigated.

Specifically, information relating to the following perceptions of roles and responsibilities was gathered. Fourteen specific hypotheses were formulated and tested with the following results:

Hypothesis No. 1 – H_o: There is no difference between K-8 administrators' perception of the pupil personnel services and high school administrators' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 2 – H_o: There is no difference between the K-8 administrators' perception of the pupil personnel services and central office administrators' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 3 – H_o: There is no difference between high school administrators' perception of the pupil personnel services and central office administrators' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 4 – H_o: There is no difference between administrators with zero to five years of administrative experience and administrators with six or more years of administrative experience. The hypothesis was supported.

Hypothesis No. 5 – H_o: There is no difference between the administrators' perception of the pupil personnel services and school board members' perception of pupil personnel services. The hypothesis was supported.

Hypothesis No. 6 – H_o: There is no difference between administrators' perception of the pupil personnel services and parents' perception of the pupil personnel services. This hypothesis was supported.

Hypothesis No. 7 – H_o: There is no difference between school board members' perception of the pupil personnel services with zero to five years experience and school board members' perception of the pupil personnel services with six or more years experience. This hypothesis was not supported. ($P = .05$)

Hypothesis No. 8 – H_o: There is no difference between school board members' perception of the pupil personnel services and parents' perception of the pupil personnel services. This hypothesis was not supported. ($P = .05$)

Hypothesis No. 9 – H_o: There is no difference between participating parents' perception of pupil personnel services and non-participating parents' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 10 – H_o: There is no difference between Black parents' perception of the pupil personnel services and White parents' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 11 – H_o: There is no difference between low income parents' perception of the pupil personnel services, high income parents' perception of the pupil personnel services and middle income parents' perception of the pupil personnel services. The hypothesis was supported.

Hypothesis No. 12 – H_o: There is no difference between parents who lived in Highland Park from zero to five years perception of the pupil personnel services and parents who have resided in the city for six or more years. The hypothesis was supported.

Hypothesis No. 13 – H_o: There is no difference between parents, who have made zero contacts with the pupil personnel workers, perception of the pupil personnel services, parents who have made one to five contacts, and parents who have made six or more contacts with the pupil personnel services. This hypothesis was not supported. (P = .05)

Hypothesis No. 14 – H_o: There is no difference between parents, who are employed in a professional occupation, perception of the pupil personnel services and parents who are employed in a non-professional occupation. The hypothesis was supported.

The following represents generalizations of some of the major results of the actual and desirable roles and responsibilities as seen by the pupil personnel workers: 1. On the whole, there is a high correlation between what pupil personnel workers "actually" do and what they see as "desirable" in this study. 2. All means for the actual functions received a low to moderate rating. 3. Pupil personnel specialists are not taking a definite stand on what they should or should not be doing as a professional group. Order No. 72-14,568, 195 pages.

A STUDY OF THE MASTER'S DEGREE PROGRAM IN GUIDANCE AND COUNSELING AT MEMPHIS STATE UNIVERSITY AND AN EVALUATION OF THE PROGRAM AS PERCEIVED BY ITS GRADUATES: FALL SEMESTER 1965-SPRING SEMESTER 1971

Ray Porter FOX, Ed.D.
Memphis State University, 1971

PURPOSE

The purpose of this study was to examine the counselor-education program at the master's degree level in the College of Education, Memphis State University, beginning with the fall semester, 1965, and ending with the spring semester, 1971.

PROCEDURE

The study included a survey of related literature, collection of graduates' demographic information and graduate data, tests of significance between dependent and independent variables, and a questionnaire. Demographic and graduate data were collected, organized, and tabulated. Questionnaires were mailed to 26[illegible] graduates of the counselor education program. Data from the questionnaires were computer tabulated and entered in tables. Relationships between dependent and independent variables were analyzed by chi-square tests of significance.

CONCLUSIONS

1. The graduate education program in guidance and counseling attracts more females than males.
2. Graduates tended to perform better in guidance and counseling courses than in core courses.
3. The best predictor of success in the graduate program is success in undergraduate education.
4. The Miller Analogies Test score tended to be unreliable in predicting success in the counselor-education program.
5. Graduates of the counselor-education program have a tendency to stay within the West Tennessee area.
6. Graduates of the counselor-education program at Memphis State University seemed to be motivated by the program to enter guidance and counseling positions.
7. Graduates in guidance and counseling tend not to become members of professional education organizations.
8. There is little evidence that graduates continue their education past the master's degree.
9. Most graduates choose Memphis State University for their counselor education because of its physical convenience.
10. Most graduates enter guidance and counseling education at Memphis State University because of a desire to better understand others.
11. Graduates are satisfied with their competency as a counselor and in their understanding of others but not with their ability to help teachers with guidance related activities and with their research competency.
12. Graduates tend to be pleased with the instructional aspects of their graduate program.
13. The graduates tend to be satisfied with the library and the quality of library materials.
14. Graduates want more practical experience in their training program.

RECOMMENDATIONS

1. A concerted effort should be made to attract more males to the counselor-education program in order to meet the demands for male counselors.
2. The value of the Miller Analogies Test as an admissions screening device should be re-examined and other graduate admission tests be considered.
3. Undergraduate grade-point average should be a more decisive factor in admitting a master's candidate to the graduate program.
4. The curriculum of the Department of Guidance and Personnel Services should be bolstered in the areas of research techniques and design.
5. Serious consideration should be given to the content of the core curriculum and courses should be developed in the core area that will supplement the graduate education program in guidance and counseling and meet the total needs of the student.
6. The Department of Guidance and Personnel Services should foster a program with other departments both within and outside the College of Education which will lead to an interdisciplinary approach to education for candidates in guidance and personnel services and which will help meet the academic and vocational needs of the students.
7. Practicum should be organized and structured in such a way as to meet the practical needs of the student and give him experience that will utilize theoretical aspects learned in the classroom setting.
8. The College of Education should encourage all departments of the College to conduct follow-up studies of their graduates and to engage in periodic evaluation of their curriculum and academic programs.

Order No. 72-16,274, 188 pages.

A COMPARISON OF HOW STUDENTS AND COUNSELORS VIEW THE REAL AND IDEAL FUNCTIONING OF HIGH SCHOOL COUNSELORS

Halcyon Hughes CARROLL, Ph.D.
The University of New Mexico, 1973

This research attempted to compare, by use of the same instrument for both groups, student and counselor perceptions of how school counselors really function and how they ideally should function. The investigation centered around the appropriateness of the amount of time counselors spent on various duties, and the priority in which students and counselors placed the various counselor duties. The major premise was that the congruence or disparity of perception between students and counselors would be a significant criterion of the impact which counseling services were having upon the students.

A 12-item questionnaire describing duties traditionally performed by high school counselors was administered to both counselors and senior students in eight high schools of Albuquerque, New Mexico. The 12 counselor duties were rated on two scales, one indicating the amount of time spent on duties as actually performed, the other representing time spent on those same duties as ideally conceptualized. Individual answers to sets of descriptive questions also were obtained. The subjects were 272 randomly selected seniors and 33 counselors. Statistical tests included single-classification analysis of variance and descriptive rank ordering of counselor duties by item group medians.

Four research hypotheses were stated and rejected. Results were:

1. Students and counselors differed significantly with respect to their perceptions of some of the 12 counselor duties, both as counselors actually performed them (Hypothesis I) and as the duties were ideally conceptualized (Hypothesis II).
2. Significant differences were found also between some "real" and some "ideal" counselor duties as perceived by students (Hypothesis III), and as perceived by counselors (Hypothesis IV).
3. Counselors ranked their real functions as: 1) paper work, 2) vocational planning, 3) helping students handle their problems with teachers, and 4) personal counseling. Ideally, counselors would like to be: 1) doing personal counseling, 2) making teachers more sensitive to students, 3) helping students handle their problems with teachers, and 4) vocational planning.
4. For students, counseling services were ranked by what they experienced counselors doing most, which reflects the

counselors' image: 1) paper work, 2) vocational planning, 3) helping students handle their problems with teachers, and 4) writing references. Ideally, students desired counselors to provide: 1.5) vocational planning, 1.5) help with handling their problems with teachers, 3) references for job and college applications, and 4) for making teachers more sensitive to students.

The study warranted the following major conclusions:

1. Counselors were viewed by students primarily as persons who give advice and information concerning career planning and educational progress. Counselors were not seen by students as an acceptable source of help with personal problems.

2. Counselors should expend their efforts more on career planning and educational guidance for students, and less on personal counseling which the students ranked in low priority and for which students stated they would not seek out school counselors anyway.

3. The degree of advancement between students and counselors regarding counseling services offered and desired in a guidance program, can be a significant criterion for evaluating the effectiveness of its impact upon the students it serves.

4. If we want students to experience counseling services as worthwhile and valuable, they must either receive the kind of help that responds to what they perceive as their most pressing need, or be educated to perceive other offerings which fulfill needs of which they are presently unaware.

Order No. 74-11,792, 259 pages.

AN INVESTIGATION OF THE FUNCTIONS OF ELEMENTARY COUNSELORS IN WASHINGTON STATE

George Ernest MILLS, Ed.D.
University of Idaho, 1971

Literature in the field of education reports the development of the position, role and function of the elementary guidance counselor, the school social worker, formerly called the visiting teacher, and the school psychologist.

In this dissertation the position of the three pupil personnel service workers was explored after an investigation of relevant literature and through an opinionnaire and data sheet sent to the three pupil personnel workers, to the principals of the schools in which elementary counselors were assigned, and to the superintendents of the districts.

The role and functions of the pupil personnel worker may aptly be described as one of continuous overlap. It was this long-time similarity of role perception and function which prompted this investigation into the pupil personnel worker and elementary counselor role perception in Washington State.

From recent literature, a set of functions was selected as those performed by elementary counselors, but also performed down through the years by school psychologist and by the school social worker.

The functions selected from the literature ranged as follows:

Identifying pupil needs in establishing a better classroom learning climate; counsel with children who have learning problems; consult with staff about interpersonal relations; counsel with children about normal developmental problems; conduct child-understanding workshops for parents and teachers; serve as liaison between school-community; interpret tests and be responsible for group testing; conduct group conferences with teachers; confer with parents about the child; collect materials to facilitate better understanding of children; coordinate special services in schools; be involved in curriculum planning; do practical research; act as consultant in placement; observe behavior of individual children; and coordinate placement and use of vocational information in the classroom.

The responses to these functions indicated an external influence. When the Washington professionals rated these functions, they tended to perceive them, not as counselor functions as such, but as functions of pupil personnel services. Their professional traditions and experiences influenced them. The ratings of functions such as "Interpret tests and testing programs and be responsible for group testing"; "Initiate and complete practical research", and "Place, explain and disseminate vocational information", were rated fairly low by all the groups and especially low by the elementary counselors and school psychologists. Washington State school administrators rated the functions on the opinionnaire as they have been traditionally assigned to pupil personnel workers other than the counselors. The results of the survey indicated near unanimous agreement of the administrators regarding counselor functions.

Counselors on the whole, concurred with their pupil personnel colleagues, though they indicated that they were far more idealistic about their functions than were the other groups. Conflict was noted between how they perceived their role and how the other professionals perceived it, though this did not appear to carry over into actual job performance. Counselors and superintendents appeared in substantially close agreement in the rating of the items.

Washington State elementary counselors evidenced little or no change in the way they perceived or performed their functions according to whether or not they had earned graduate degrees; had graduate majors in guidance; earned graduate hours in special education; or, according to the number of years experience.

A substantial difference was noted between the counselor's function as he viewed it from an ideal performance standpoint and as he actually did perform. Washington State's elementary counselors did not indicate a difference in their perception of their on-the-job duties according to additional experience or preparation.

Order No. 72-2103, 141 pages.

A DIRECTIONAL ASSESSMENT OF COUNSELING CENTER SERVICES

Brian John WILLETTE, Ph.D.
The University of Wisconsin, 1973

Supervisor: Professor Philip A. Perrone

The purpose of this study was to aid professional counselors and others clarify the present state of counseling center services and the direction these services may take over the next three years. To accomplish this purpose, the present state and the three year projected ideal and most probable states of counseling center services were researched. It was hypothesized that no significant differences existed between the three states researched.

The following counseling center areas were investigated: 1) Counseling Center's Position in Administrative Structure, 2) Major Counseling Center Services, 3) Delivery Forms of Counseling Services, 4) Delivery of Services through Outreach, 5) Counseling Center Staff's Educational Level, 6) Counseling Center Staff with Faculty Appointments, 7) Who Delivers What Services, 8) Service Budget Projections. For the purpose of the study, an instrument, The Directional Assessment Inventory of Counseling Center Services, was developed to survey the areas listed above.

Counseling centers at state, coed, four year college and universities in the midwest region of the country were selected as the specific population of the study. Centers were divided into three groups based on institutional size--1,001-5,000, 5,001-15,000, and 15,000 plus. The developed instrument was sent to directors of the centers in the study's population.

The questionnaire return pattern varied. Returns from directors in the smaller and larger size groups were insufficient for statistical analyses. The limited findings for these groups were descriptively presented. The findings of the mid-size group revealed most counseling centers are administratively a part of student services. The major services presently receiving and projected to receive the largest budget allocations were: Educational-Vocational Counseling with about 27 percent; Personal-Social Counseling with about 30 percent; Developmental Groups or Workshops with about 10 percent; Testing Services with about 10 percent; and Consulting Services with approximately 9 percent.

Based on the analyses of the eight counseling areas surveyed, it was concluded that directors of centers at mid-size institutions neither desire nor foresee extensive changes in counseling centers or their services over the next three years. Even though faced with predicted budget cuts, directors desired and/or projected only few significant changes. The directors both desired and predicted a significant decrease in Personal-Social Counseling and a significant increase in Developmental Groups or Workshops and Research and Evaluation. They also desired and predicted a significant decrease in individual counseling and a significant increase in group counseling. A significant increase was desired in the Doctoral Level staffing and a significant decrease in the Specialists and Masters Level. However, no significant change was predicted in staffing in either level over the next three years. A significant increase was also desired in Total Service Budget, but no increase was predicted.

The procedure and instrumentation developed for this study has provided a more comprehensive picture of counseling center

services at mid-size state colleges and universities in the mid west region. Recommendations included closer identification of counseling center mission with the academic mission of higher education, increased comprehensiveness of counseling center services, giving academic credit for some counseling center services, fuller use of both paraprofessional and non-paid staff, and training of present and future counselors for increased group work. Recommendations were also made for further research. Order No. 74-3556, 197 pages.

ANALYSIS OF STUDENT RESPONSE TO ALTERNATIVE ADVISING PROGRAMS IN THE TWO-YEAR COLLEGE

Robert Floyd SNEAD, Ph.D.
University of Missouri - Columbia, 1971

Dissertation Supervisor: Ralph C. Bedell

This study tested the concept of alternative faculty advising programs for students in the community college. The data was collected from 231 community college students from a metropolitan area of the Middle West. Each of the students had completed at least one semester of college and each was a full time student. The students' preferences for advising programs were limited to academic advising, personal advising, and self-advising. Once the students indicated their preferences for an advising program, they were grouped and studied to explain these choices.

The students were asked to complete the *College and University Environment Scales X2*, and *Fundamental Interpersonal Relations Orientation - Behavior*, plus a questionnaire of demographic data. The measured variables were analyzed by the *F* test for a one way analysis of variance; *t* test for independent groups; the chi square test for frequency distributions, X^2; the contingency coefficient, *C*; Pearson product moment correlations, *r*; and the point biserial correlation, *rpbs*. The Minimum significance level was the .05 level for a two tailed test of the hypotheses.

The concept of offering faculty advising to students in alternative programs was essentially new and different. It was first established that students did prefer one of the three advising programs. The most preferred program was personal advising, followed by academic advising, and self-advising. These preferences were not always in agreement with the advising program the students currently received. The advising program most received was academic advising, followed by self-advising, and lastly personal advising. Often students had preferences for advising programs which were not available. In fact students tended to construct advising programs that met their needs when the appropriate advising program was not available.

The students who selected the alternative advising programs had various characteristics which identified the program differences and similarities. The students demonstrated that their needs for advising were not restricted to administrative requirements but included interpersonal needs and their perceptions of the campus.

The students who preferred an academic advising program differentiated themselves by scoring highest on the practicality and scholarship scales of the CUES. These students had a high priority for the pursuit of knowledge and worked easily into the campus organization. The students who preferred a personal advising program scored highest on the wanted inclusion scale of the FIRO-B and the practicality scale of the CUES. These students were interested in the campus organization and activities, but they needed to be asked to participate. The students who preferred a self-advising program demonstrated a higher social-economic index. This indicated that possibly the family background was of more importance to these students than the college campus.

For all three styles of advising programs students indicated that faculty members ought to be able to help them with transfer of credit, current and long range course planning and career planning. This indicated that students depicted an advisor to be well informed on the practical aspects of fulfilling academic requirements.

Often colleges attempt to assign advisors and advisees on the basis of student demographic information. This study indicated that demographic variables were not related to a student's preference for an advising program. This study indicated that a meaningful advising program was based mostly on student interpersonal needs and their perceptions of the college campus. Therefore a philosophy of alternative advising programs was more pertinent for the students than a comprehensive program that proposed to give all students equal treatment.

Order No. 72-10,657, 201 pages.

IMPLEMENTATION AND EVALUATION OF AN ELEMENTARY GUIDANCE PROGRAM

Percy Penn Krum SILLIN, Ph.D.
Kansas State University, 1973

There are numerous factors involved in implementing and evaluating a program for guidance services in elementary schools. Time, finances, and other factors have prevented school systems from initiating programs and only in recent years have federal funds been used to provide services at the elementary school level.

The purpose of this study was to show what methods and procedures a school district could use to implement and evaluate an elementary school guidance program. Evidence was obtained from the Topeka Public Schools. Involvement in the study included four elementary school counselors, nine schools, and an experiment which used 184 students. The entire study took place over a period of more than four years with a continuous evaluation process incorporated from the beginning of the program.

Objectives and evaluation procedures were determined by members of the counseling staff. Three basic needs were indicated as necessary for a successful elementary school guidance program. These include: (1) Personal-social, (2) School adjustment, and (3) Home and community.

Evaluation of the program is a key to its success. Personnel involved with the Topeka program used a continuous evaluation process which reviewed the various services and activities on a scheduled basis. Reports, questionnaires, opinionnaires, were used in gathering data. Evaluation by principals, counselors, counselor educator teams, and the guidance director were also used to gain additional information.

The major experiment conducted during the four-year period was related to group guidance activities. The counseling staff wanted to gather evidence about the significance of specific activities in relation to changes made in students' attitudes. Experimental and control groups were selected for a pre-test (Piers-Harris Self Concept Scale) which was administered during the first month of the school year. The groups were selected randomly from the sixth grade classes that were available in the schools served by elementary counselors. One group was selected as the experimental group (94 students) and the other group (90 students) as the control group.

The counseling staff made plans and developed specific activities that would be conducted with the experimental group over a four-month period. The control group did not take part in any of the sessions during this time period. At the end of the four months, a post test was administered to both groups.

The results indicated that a significant gain (.05 level) had been made by the experimental group. It also implied that I.Q., birth order, achievement test scores, and sex were not significant factors.

A Pearson Product Moment correlation revealed that twenty-two variables did not have a significant relationship to the changes in the test scores.

The study indicated that students with wide ranges of ability achievement, grades, and other factors can make significant changes in their attitudes with group guidance activities conducted by qualified personnel. It is felt that an expansion and continuation of this study would be beneficial. Subsequent studies should utilize smaller groups of students, longer time periods for each session, and should include more study in the area of activity selection. This could provide an even greater gain in attitude scores. Order No. 73-26,374, 148 pages.

A SPECIAL EDUCATION NEEDS ASSESSMENT STUDY FOR SOUTH-EASTERN ALASKA

Alan Ira MARSHLAIN, D.Ed.
University of Oregon, 1972

Adviser: Wayne D. Lance

The purpose of this study was to survey existing special education programs for exceptional children of South-Eastern Alaska; analyze the needs, strengths, and weaknesses of these programs and the need for additional special education programs; and to make recommendations to improve educational services to teachers and exceptional children of the region.

With the help of Alaska's special education consultants 16 school districts of South-Eastern Alaska, accessible by air

travel, were selected for this study. The population consisted of 28 administrators responsible for the development of special education programs in these districts, and 21 special education teachers employed by seven of these districts.

Questionnaires and letters explaining the purpose of the study were sent to each subject. Shortly after mailing the letters and questionnaires the investigator began making site visitations in order to: (a) conduct interviews with special education teachers and administrators responsible for the development of programs for exceptional children; (b) secure information that may not have been included on the questionnaires; (c) obtain first hand information about the school systems being surveyed; and (d) pick up completed questionnaires.

The three approaches used to collect data revealing the current status of special education in South-Eastern Alaska were analyzed by sorting item responses and information into the following categories: (a) existing special education programs, services, and provisions; (b) the need for improving special education programs; (c) plans for meeting special education needs, and (d) demographic information.

The status of current special programs in South-Eastern Alaska revealed by sorted items of the survey was then compared with new special education models being called for in the literature in order to determine the current status of special education in South-Eastern Alaska in light of the recent knowledge and developments in the field as reported in the literature.

By comparing the current state of affairs of special education in South-Eastern Alaska with what the experts are saying should be, weak points, strong points and needs of the region were revealed. Weak points were considered to be those aspects of the traditional model being used that the experts have condemned (e.g., categorical placement, homogeneous grouping and etiological based placement criteria). Strong points were considered to be those aspects which complemented the call for change by the experts or provided a basis to develop those changes (e.g., diagnosis of academic needs, individual prescribed programs, and highly trained personnel). Needs were determined by discrepancies revealed in comparing the current state of affairs in the region with what the experts are calling for and from need items in the questionnaire that received the highest number of responses or percentage score.

It was concluded that: 1. Programs for exceptional children have been developed according to the traditional approach of placing children in programs according to a description or label. 2. There is a need for diagnostic services in identifying exceptional children and their academic needs. 3. More special education programs are needed to serve the children of the region. 4. In-service training programs are needed. 5. Physical facilities are not adequate in the majority of school systems. 6. Special education programs are offered in borough and district schools only. 7. There is a need for the services of a regional special education materials center.

Order No. 73-13,750, 164 pages.

PREDICTING COUNSELOR SUCCESS IN PRACTICUM FROM SELECTED MEASURES OF PERSONALITY, INTEREST, TEMPERAMENT, AND OPEN-MINDEDNESS

Barbara Kay BOLAND, Ed.D.
Oklahoma State University, 1973

SCOPE OF STUDY: This study was designed to determine the relationship between judged counselor effectiveness in supervised counseling practicum and personality, temperament, interests, and open-mindedness of counselor candidates. Another objective of this investigation was to develop predictors from four standardized tests which could be utilized as part of a screening procedure for the selection of counselor candidates. At the beginning of each semester, the counselor candidates were evaluated on personality as measured by the California Psychological Inventory; interest as measured by the Strong Vocational Interest Blank, Men's form; temperament as measured by the Guilford Zimmerman Temperament Survey; and dogmatism as measured by the Rokeach Dogmatism Scale. During the last week of each semester three judges rated each counselor candidate on counseling effectiveness using the Counselor Rating Scale developed for this study. These ratings became the criterion by which the investigator analyzed the characteristics of effective counselors on personality, interest, temperament and open-mindedness.

FINDINGS AND CONCLUSIONS: Certain generalizations may be drawn from the findings of this investigation. Generally, individuals presenting a moderate need to make a favorable impression were judged as being the more effective counselors. These people were also those counselor candidates who appeared to be concerned about how others reacted to them. Another generalization that could be drawn from the results of this study was that those counselor candidates who were rated effective were those individuals who were more open-minded in their belief systems. Order No. 74-7962, 83 pages.